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ABSTRACT

To help Hispanic Americans wishing to enroll in the Santa Ana (California) Police Department, this paper presents an Advancement of Ethnic Representation Opportunities (AERO) Police Success Communication Skills Competency Based lesson that focuses on expressing ethical values during police oral interviews. After providing background information on what prompted the development of the lesson, the paper presents student handouts and evaluation forms. Next, the paper provides instructional material that discusses researching, preparing, and participating in police oral interview panels, and then discusses student-conducted mock interviews, following which, a presentation on how to prepare for governmental oral interviews, and the results of mock oral interviews with the police department are provided. The paper concludes with a recommendation for the establishment of standard, competency-based criteria for evaluating oral job-interviewing interactions in order to end bias in governmental job selection processes. A Project AERO figure is included and 15 references are attached. (RS)

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Facilitating Hispanics' Expression of Ethical Values During Mock Oral Interviews with the Santa Ana Police Department

Norma Landa Flores
Golden West College, Huntington Beach, CA.

presented to the SCA La Raza Caucus Panel

Expression Of Bias Toward Hispanics:
Exploring Governmental Job Selection Processes

Chicago, Illinois November 1, 1992

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Screening Out Psychos, Wimps and Illiterates

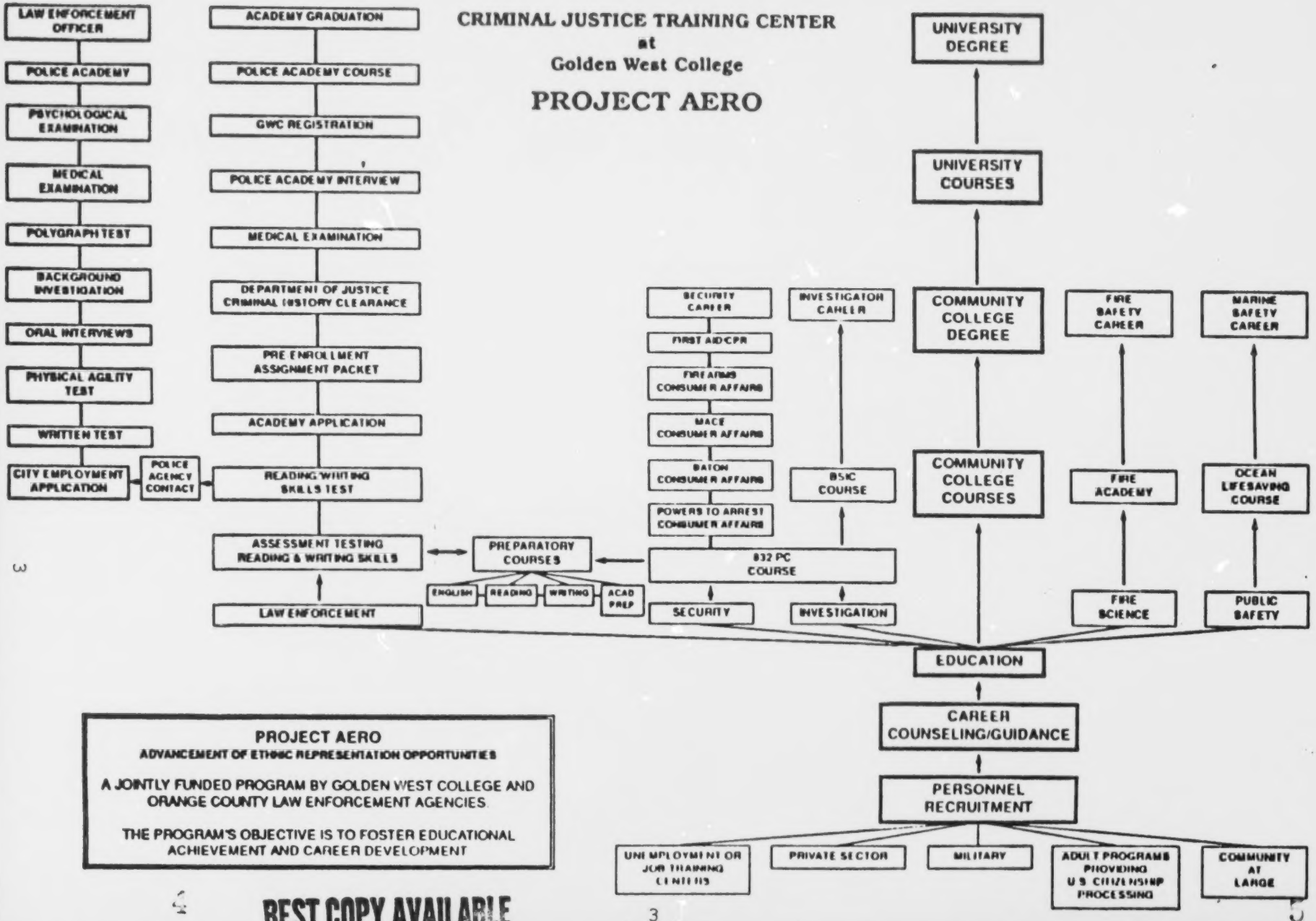
The problem, from the point of view of police academy instructors of Hispanics and other bicultural students,is that these students lack reading, writing, physical and oral communication skills needed to complete all nine steps involved in the Police Recruit-Bilingual selection procedure (City of Santa Ana 10/91). According to a recent study conducted by the National Center for Educational Statistics, 36.7% of Santa Ana teen-agers 16 to 19 years old were high school drop-outs in 1991, more than three times the national average (S.Burgard, '92). Yet, in the adjacent city of Irvine, only a few minutes away on the Santa Ana Freeway, the high school drop-out rate is 2.1%. The 1990 United States Census showed that 26% of Californians are Hispanic but that in Santa Ana, Hispanics make up 75% of the population (C. Gewertz, '92).

When governmental personnel recruiters analyze these statistics, they develop selection procedures that will serve to screen out possible Hispanic high school drop-outs and all their attendant characteristics in order to minimize any liabilities. The City of Santa Ana Director of Personnel Services stated that the city needed to scrutinize applicants because they didn't want any "Psychos, wimps, or illiterates in the Santa Ana Police Department "(M. Hernandez, '91).

Getting Rid of Bicultural Communication Apprehension

As can be seen in figure 1, Criminal Justice Training Center at Golden West College , Project AERO (Advancement of Ethnic Representation Opportunities) was designed to serve the policing needs of our Orange County Communities. Art Delgado, Golden West College student recruiter, made Hispanics aware of the Pre-Police Academy program and encouraged Santa Ana High School Police Officer, Robin Rodarte, to organize a group of Hispanic police to serve as mentors to the Hispanic students enrolled in my Speech Communication 040, Police Success Communication Skills class in the Fall, 1991 Semester. Students went on police ride-alongs with their mentors

Figure 1



PROJECT AERO

ADVANCEMENT OF ETHNIC REPRESENTATION OPPORTUNITIES

A JOINTLY FUNDED PROGRAM BY GOLDEN WEST COLLEGE AND ORANGE COUNTY LAW ENFORCEMENT AGENCIES.

THE PROGRAM'S OBJECTIVE IS TO FOSTER EDUCATIONAL ACHIEVEMENT AND CAREER DEVELOPMENT

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and were able to observe and interview their mentors about police procedures and policies. The mentors emphasized improvement of writing skills and physical endurance skills. The Santa Ana mentors volunteered to guide the students through the communication barriers that happen due to, " feeling apprehensive because you think biculturally in monoculturally conducted police oral interviews,"(R.Rodarte, '91). Santa Ana mentors decided to conduct mock oral interviews with the Speech 040 students , in order to prepare them to overcome their apprehensions.

Students practiced using interpersonal/intercultural communication skills in police-related interactions taken straight from Orange County newspaper headlines. They were interviewed for an educational video promoting project AERO, entitled FUTURE COP. They conducted project AERO-related problem solving group discussions. On September 25th, 1991, Santa Ana Police Sergeant Dennis Rios addressed the AERO speech class. He gave the students some insight into the oral exam process. He advised the students to dress neatly and professionally. He said they needed to be aware of their nonverbal communication by the way they sit, use gestures to emphasize ideas and especially facial expression. Sgt. Rios stated, "It wouldn't hurt to smile now and then to let the board know you are human." He added that, " The oral exam is mostly about finding out your problem and decision-making skills. Difficult questions need common sense answers. Today's police are professional problem solvers. Show that you can analyze situations and suggest alternative solutions during your oral exams" (Sgt. D. Rios, '91).

How Do You Express "Common Sense"?

Several students asked for a definition of the term, "common sense". There was no specific reply from the Sergeant. The students reached a consensus that using "common sense" is trying to be ethical. Students asked what they should say if a question dealt with cultural values. They were advised that these were usually phrased as hypothetical questions dealing with the legality of a situation such as, "What would you do if you saw your partner take a pack of gum

without paying for it? The answer is you would tell him it was inappropriate for an officer to do that, even though you know he's just human and makes mistakes like everyone else. You would tell your partner that the police have to keep the respect of the public, so put it back." (Sgt. D. Rios, '92). This discussion led to the development of the following AERO Police Success Communication Skills Competency Based lesson:

AERO Success Communication Skills

Unit XII

Expressing Ethical Values During Police Oral Interviews

Speech Communication 040

Norma Landa Flores, Instructor

The real tragedy is if police don't learn

Editor's note: We asked Lt. Ed McErlain of the Huntington Beach Police Department to write about his feelings regarding the video-taped beating of Rodney King by the Los Angeles Police Department.

By Lt. Ed McErlain
Huntington Beach Police Department

When I first saw the tape, I felt embarrassed and ashamed for what I was watching.

My first reaction, like most police officers, was not to be too judgmental of the involved officers, not having full knowledge of the incident.

As I watched further tapes and accounts of what occurred, I found it impossible in my own mind to justify the officers' conduct.

Although the suspect was a parolee, failed to stop for officers, caused a pursuit, and quite probably was uncooperative when first contacted at the end of the pursuit, none of this justifies what we all witnessed on television.

I believe that I speak for the majority of officers when I say that this incident was certainly a slap in the face, so to speak, to officers throughout the state and their efforts to gain the respect and confidence of the people they serve.

Throughout the years law enforcement has achieved many accomplishments which might be equated to small steps forward. This single incident unfortunately will serve as a major step backward.

The impact of this incident is being felt by all law enforcement officers, no matter where they work. This incident has been the topic of discussion at dinner tables, professional meetings, street contacts with our officers, and even in our Drug Abuse Resistance Education (DARE) classes.

It is very unfortunate that these young impressionable elementary school children have been exposed to such a negative impression of law enforcement. Aside from drug refusal skills, the DARE program also attempts to show these young people that police officers are their friends and are human.

It's a difficult task for the officers teaching those children who watched the video of the Los Angeles Police Department incident!

Like many other agencies, the Huntington Beach Police Department has discussed this incident at length in briefing and other meetings with officers.

The purpose has not been to condemn the involved officers, but rather to discuss what can only be described as their "inappropriate" conduct.

I recently read what I think was a very important comment by a Los Angeles Police Department Lieutenant. He said, "What occurred is a tragedy, but the real tragedy will be if every officer out there doesn't learn from this incident."

What is important when an incident like this occurs is that it be investigated thoroughly by the involved agency and that appropriate action follow.

This not only sends a message to the officers that inappropriate conduct will not be condoned by the agency, but it also sends a message to the public that when an incident like this occurs it will be handled appropriately and in a professional manner by the law enforcement agency.

If this is not done, all of our work through the years has been for naught, and public confidence and respect are seriously eroded.

Finally, I would like to caution everyone not to let this one incident serve as an indictment of all law enforcement officers. As in any profession, law enforcement has a small percentage of officers who are ill-suited for the profession.

When thinking of this unfortunate incident, please don't forget the officers who risk their lives to keep your community safe. The officer who pulls a victim from a burning vehicle, who is hit in the head with a bottle during a disturbance, or who gives the ultimate sacrifice — his life — seldom receives even a small percentage of the media attention given to incidents such as this.

Remember, we are human and we make mistakes. What is important is that we are willing to admit our mistakes and take appropriate measures to correct them.

Critical Dimensions for Demonstrating AERO Police Success Communication Skills

Unit XII: Expressing Ethical Values During Police Oral Interviews

These are the verbal, nonverbal and communication competency skills that you will become aware of and practice before you demonstrate your own interaction model.

Verbal and Nonverbal Skills

You will learn to speak clearly and ethically as you request and redirect requests for information about personal values and civic lifestyle during police-job interview interactions by:

1. Using appropriate pronunciation.
2. Using appropriate grammar.
3. Using appropriate language.
4. Using appropriate verbal and nonverbal attitude.

Competency Skills for Expressing Ethical Values During Police-Oral Interviews

You will learn to communicate that you can express ethical values to request and redirect requests for information about personal values and civic lifestyle during police-oral interview interactions by:

Speaker	Listener
1. Using specific description to give free information and opinion about an attitude and belief, using open question to request information about other's beliefs and attitudes.	1. Using owned language to paraphrase and agree with other's attitude and belief, asking closed question to verify similar attitude.
2. Verifying similar attitude, highlighting main value.	2. Restating other's main value, asking open question to encourage further disclosure of a job-related attitude, belief or value.
3. Using specific description to disclose job-related conditions and expectations, asking open question to request information about civic lifestyle.	3. Using owned language to disclose information about methods and procedures for reconciling and transcending multicultural civic lifestyles.
4. Using behavior description to disclose confusion about other's personal lifestyle, using open question to encourage disclosure of ethical value.	4. Using behavior description to redirect request about personal lifestyle and disclose relevant information about the immediate context.
5. Acknowledging other's clarification of confusion, offering support, highlighting what other said, asking open question to request further disclosure of ethical value in police context.	5. Using small talk to establish rapport, identifying similar ethical value, describing method of reconciling conflict in police context, describing disadvantage of alternative solution and advantage of ethical solution.
6. Agreeing with other, expressing appreciation for response, congratulating other.	

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Interaction Model for Expressing Ethical Values During Police-Oral Interviews

Read the following Interaction Model with a classmate and identify the competency skills necesary for Expressing Ethical Values During Police-Job Interview interactions. Then refer to the Critical Dimensions Worksheet and match the behavior of each competency on the line (marked comptency) provided on the left of the interaction model.

Competency	Speaker	Interaction
_____	1a Examiner:	This city is proud of the way police protect and serve its citizens,
	1b	and it believes in being fair to everyone. What about you, Ronnie?
_____	2a Candidate:	I agree with you, sir, this city is well known for its efforts to earn
	2b	the public's confidence and respect. That's one reason I applied for
_____	2c	this position. I think the Huntington Beach Police Department is
	2d	also fair to its citizens by being sensitive to their needs, right?
_____	3a Examiner:	Exactly, that's why the city advertised for officers who have law
	3b	enforcement experience and can relate to the special needs of all the
_____	3c	citizens in Huntington Beach.
_____	4a Candidate:	It sounds like the Police Department is really concerned about the
	4b	way its officers conduct themselves while interacting with the public.
_____	4c	Could you tell me what the Huntington Beach Police Department has
	4d	found to be the public's "special needs," sir?
_____	5a Examiner:	Most of our citizens are concerned about respecting each other's
	5b	individual rights and cultural differences. We have a lot of older
_____	5c	residents who want us to protect their lives and property against a
	5d	few vandals, overly enthusiastic skate-boarders, and drug pushers.
_____	5e	We also have many Vietnamese, Korean and Spanish speaking citizens.
	5f	We don't want our police officers to have any attitude problems about
_____	5g	that. How do you feel about it, Ronnie?
_____	6a Candidate:	Well, sir, I was raised and went to school in Santa Ana. You probably
	6b	know that 65 percent of the citizens are Hispanic and 9 percent are
_____	6c	of Asian backgrounds. I've tried my best to be friendly and helpful to
	6d	to all of my neighbors and classmates. The old folks appreciated it
_____	6e	when my police explorer group removed graffiti from their property.
	6f	I've been learning a few Vietnamese and Korean police-related phrases
_____	6g	in the Police Success Communication Skills class I'm taking at Golden
	6h	West College. Since my neighbors know "Rios" is a spanish surname,
_____	6i	they feel comfortable talking to me in Spanish. I feel pretty good that
	6j	we can help each other solve problems in the community, sir.

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7a Examiner: Ronnie, your resume shows that you've held seven crowd control and
7b special events security officer jobs in the last two years. It looks like
7c you don't mind jumping from job to job as long as you get to flex a little
7d macho muscle in the name of law and order. What would you do if you
7e were one of the officers who was present at the Rodney King Beating?

8a Candidate: Well, sir, I think there are two points I need to clarify here. The first
8b is about me being a "stable" person. It is true that I have held seven
8c police affiliated jobs in the last two years but it has always been for
8d the same private security guard agency in Santa Ana. Each time I was
8e transferred by the agency, it was with increased reponsibilities. I
8f started as a parking lot security officer, then crowd control, then was
8g was promoted to supervisor of our agency's gang and drug activity unit
8h I've been able to work with Santa Ana's high school students and the
8i police department's DARE program in the elementary and junior high
8j schools. Now, whenever there is a special event happening and I need
8k some tips on where the gang trouble or drug deal might be going down,
8l the kids help me because they know and trust me.

9a Examiner: Okay, Ronnie, I see what you mean by being a stable person. That's
9b what we're looking for in an officer. A minute ago you said there were
9c two points you had to clarify. What was the other one?

10a Candidate: Yes, sir. The second point was the reason I'm applying for the position
10b of police officer in the city of Huntington Beach. I read an article that
10c Lt. Ed McErlain wrote shortly after the Rodney King beating. He said
10d the beating was a "slap in the face" to officers throughout the state and
10e their efforts to gain the respect and confidence of the people they serve.
10f I feel the same way as he does about the incident. I wouldn't abuse the
10g reverence for the law that binds police officers and the public. I would
10h try to mediate the matter with the suspect by talking to him and if he
10i resisted arrest, then I would handcuff him and put him in my patrol car
10j but the main thing is that the police are supposed to serve and protect
10k the public by treating them with respect, sir. I want to be known as an
10l officer that respects the law by flexing his "mediation muscles" rather
10m than his "macho muscles" I believe that police brutality is unpro-
10n fessional conduct and in direct violation of the law we are sworn to
10o uphold. I would do everthing legally possible to avoid a tragedy and
10p restore peace and justice to the tense situation, sir.

11a Examiner: I agree with you about the beating being a tragedy. But it seems that
11b it made you aware of what kind of cop you want to be and motivated you
11c to learn about communication for multicultural police work. I think
11d you'll be able to relate to our citizens very well, Ronnie.

Demonstration XII: Expressing Ethical Values During Police Oral Interviews

Name of Speaker_____ Name of Listener_____

Communication Context:_____

Verbal and Nonverbal Skills

yes no 1. Used appropriate pronunciation.

yes no 2. Used appropriate grammar.

yes no 3. Used appropriate language.

yes no 4. Used appropriate verbal and nonverbal attitude.

yes no 1. Used appropriate pronunciation.

yes no 2. Used appropriate grammar.

yes no 3. Used appropriate language.

yes no 4. Used appropriate verbal and nonverbal attitude.

Competency Skills

yes no 1. Used specific description, opinion, open question about belief, value or attitude.

yes no 2. Verified similar attitude, highlighted main value.

yes no 3. Used specific description to disclose job-related conditions and expectations asked open question to request information about civic lifestyle.

yes no 4. Used behavior description to disclose confusion about other's personal lifestyle, used open question to encourage disclosure of ethical value.

yes no 5. Acknowledged other's clarification of confusion, offered support, highlighted what other said and asked open question to request further disclosure of ethical

yes no 6. Agreed with other, expressed appreciation for response, congratulated other.

yes no 1. Used owned language, paraphrase, asked closed question to verify similar attitude.

yes no 2. Restated other's main value, asked open question to encourage further disclosure of job-related attitude, belief or value.

yes no 3. Used owned language to disclose information about methods and procedures for reconciling and transcending multicultural civic lifestyle.

yes no 4. Used behavior description to redirect request about personal lifestyle, disclosed relevant information about the immediate context.

yes no 5 Used small talk to establish rapport, dentified similar ethical value, described method of reconciling conflict in police-context, described disadvantage of alternative solution and advantage of ethical solution.

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AERO Unit XII:Expressing Ethical Values During Police Oral Interviews

Evaluator's Interaction Form

Name of person being evaluated_____

Competency Skills Observed:

1. Paraphrased specific competency_____yes no

2. Disclosed misunderstanding, confusion or conflict_____yes no

(or, if everything was very clear to the evaluator...)

2. Expressed appreciation for sharing similar experience_____yes no

2. Asked open question to encourage further disclosure about intention_____yes no

4. Used congruent behavior, agreed, highlighted method other described for reconciling conflict, expressed appreciation.

_____yes no

Evaluator's Rating of Demonstration:

Points: 2 4 5 6 8 10

satisfactory_____

needs work_____

unsatisfgactory_____

Name of Evaluator_____ Date_____

Discussion of Unit XII:Expressing Ethical Values During Police Oral Interviews

First, students took turns reading portions of the Orange County Daily Pilot's Editorial pages article, "The tragedy is if police don't learn," written by a local police Lieutenant. Then students identified and discussed "value and ethic" phrases used in the article. The key values seemed to be those of confidence in and respect for police and their actions. Students agreed that, although it hadn't been specifically stated, "appropriate conduct and measures," probably meant being willing to correct mistakes. Therefore, they developed practiced, demonstrated and evaluated each other's police oral interviews focusing on their expressions of ethical values in order to be prepared for the hypothetical questions Sergeant Rios had suggested they could expect to be asked on the day of their oral interviews.

After evaluating their basic interpersonal and intercultural communication competency skills, the bicultural students felt there might still be room for misunderstanding. Moises Nunez, a Mexican-Indian immigrant, felt his responses might still be misinterpreted because his first value system was to serve the needs of his "Raza" (indigenous Hispanic people) before the needs of the "Anglo" police department's policies. An Evaluator's Interaction Form was then devised to facilitate follow-up interaction and disclosure of bicultural students' cultural conflict reconciliation process which depends heavily on sharing how the interviewee and the interviewer use different methods to perpetuate a similar value. For example, the students evaluated Moises as he disclosed that "respect" could be earned if police officers served as good role models. He said that,in the hypothetical question about your partner stealing gum, his answer would have to be an "indirecta" (indirect advise) to his partner. He would make a dramatic show of politeness to the shopkeeper, pay for the gum, and ask the shopkeeper to please excuse his "forgetful" partner. When asked to express his value about this procedure and how he thought it was the ethical thing to do, he said, "I'll keep them both on friendly terms."

Researching, Preparing and Participating In Police Oral Interview Panels

Students did their research by gathering Police Recruit-Bilingual job bulletins, requirements of the position forms and selection procedure forms. All of the AERO students participated in Step 3, the written examination and short essay, administered by the City of Santa Ana on November 26, 1991 and were concerned that the essay might screen them out of the selection process if they had misspelled any words or used poor grammar or " inappropriate" phrases.

They felt they would have a better chance of expressing themselves if they could be given a chance to present their essay orally. Therefore, I prepared the following Police Oral Interview Survival Packet designed to facilitate Hispanic students' ability to give details when required and to give "appropriate" opinions when required, but to integrate their culture specific values so that they would feel a sense of, "Being in harmony across time," (E. Hall, 1976) during their oral interviews.

Following, are copies of the materials the students obtained from the City of Santa Ana as well as the Speaking Objectives for Police Oral Interview Panel Interactions I developed for them to use in organizing and practicing their bilingual-bicultural police job interviewing skills. Notice that the Sample Cover Letter and Summary of Qualifications , (L.F. Jetmore, '91) are written to highlight police specific motivations and job skills. Additionally , I used a Hispanic female as the role model in the samples in order to overcome the double dose of stereo-typing prejudice women of Hispanic ancestry have to overcome when they are perceived as being sensually agile and emotional as opposed to physically agile and rational. Futhermore, I used a Police Job Advertisement Data Sheet and an AERO Oral Interview Evaluation Form to facilitate the students' practice oral interview interactions which were video-taped and evaluated by the class prior to the actual mock oral interviews conducted by Santa Ana Police personnel.

AERO Police Success Communication Skills

Researching, Preparing and Participating
in Police Oral Interview Panels

Speech Com 040
Norma Landa Flores, Instructor

POLICE RECRUIT

REQUIREMENTS OF THE POSITION

The following items are minimum qualifications for this position. You must meet all these qualifications in order to submit an application. If you do not meet the minimum qualifications, please do not apply. (NOTE: If you cannot meet one or more minimum qualifications due to a handicap, you may submit an application. We will consider your situation individually to determine whether a reasonable accommodation can be made.)

1. **EDUCATION:**

   Must possess a high school diploma or G.E.D..

2. **DRIVER'S LICENSE:**

   Must possess a valid Class C California Driver's License at the time of appointment.

3. **CITIZENSHIP:**

   Must be a U.S. citizen or must possess permanent resident alien status and have applied for citizenship.

4. **AGE:**

   Twenty one years of age at the completion of academy training. Persons under twenty one years of age may apply if their 21st birthday is six months or less from date of application. We have no maximum age limit.

5. **VISION:**

   Must be 20/100 uncorrected, correctable to 20/20 in each eye.

6. **HEALTH:**

   Must be in excellent health with no conditions which would restrict ability to safely do police work. No minimum height or weight, however, weight must be in proportion to height. Must not be using any illegal drugs. A back x-ray will be required. The examination will be administered by the City physician at no cost to the applicant.

7. **BACKGROUND:**

   Must have good moral character and reputation. Must not have any felony convictions. Must be free from any emotional or mental condition which would adversely affect job performance.

8. **BE WILLING TO:**

   - o work irregular hours and days, overtime, weekends, holidays, variable shifts, evenings, and on-call;
   - o work at any location in the city;
   - o enforce laws regardless of personal ethics or feelings;
   - o wear uniform furnished by department and comply with department grooming standards;
   - o carry a firearm on and off duty;
   - o attend meetings and classes to maintain/update job knowledge and skills;
   - o work under adverse or potentially hazardous conditions such as in-progress criminal activity, gun fire, unruly crowds, raids/apprehensions of dangerous criminals, deadly attacks;
   - o train recruit/trainee officers in the policies, procedures, tasks of the job.
   - o take the life of another if justified in terms of existing laws, policies and procedures.

9. **BE PHYSICALLY CAPABLE OF:**

   - o utilizing defensive equipment (night stick; riot baton);
   - o applying sufficient physical force (using the body, hands, legs, feet) to control/restrain an individual or gain entry into a structure;
   - o walking/running at varying speeds for varying distances and periods of time;
   - o hurdling obstacles such as fences, hedges, barricades;
   - o jumping across holes in the ground such as ditches;
   - o squatting or crouching for varying periods of time;
   - o crawling in, around, over or under various structures;
   - o climbing up or over various structures;
   - o lifting/dragging and transporting objects/individuals varying in size, shape and weight;
   - o driving under normal and emergency conditions;
   - o identifying and distinguishing between colors and smells of different materials/chemicals;
   - o comprehending auditory input in radio transmissions and long-range conversations;
   - o accurately identifying and distinguishing between colors and smells of different materials/chemicals;
   - o waving arms and hands for varying periods of time;
   - o exercising the required physical capabilities while wearing a standard, fully-equipped gun belt weighing 8 pounds;
   - o speaking in an understandable voice to conduct in-person and radio conversations and to use a bullhorn or loudspeaker;
   - o discharging a double-action revolver (trigger pull).

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POLICE RECRUIT
REQUIREMENTS OF THE POSITION (Cont'd.)

10. **HAVE SKILLS TO:**

- o orally communicate in English with a variety of people of various educational and socio-cultural backgrounds when performing such duties as:
  - conveying instructions in a precise, firm, authoritative, but tactful manner (for example, when directing or coordinating the activities of police personnel of equal or higher rank or other divisions or agencies);
  - explaining to laypersons/public the meaning, intent and requirements of such things as laws, ordinance, court decisions, bureau policies and procedures;
  - explaining/interpreting technical, occupation-specific terms or jargon to laypersons;
  - explaining to laypersons the purpose and use of occupation-specific tools, devices, techniques and procedures;
  - conducting information-gathering interviews.
- o exercise tact, self-restraint, judgement and strategy to deal with a variety of people, adversaries and advocates, in such situations as:
  - establishing rapport and an effective working relationship with co-employees (of lower, equal or higher rank or status) and representatives of other agencies (e.g., District Attorney, FBI, State Police, Coroner);
  - relating with the public in a fair, tactful and courteous manner;
  - dealing effectively with and controlling groups of people in stressful situations (i.e., crowd control);
  - putting people at ease to gain their confidence and cooperation;
  - dealing effectively with persons in various emotional states (e.g., hostile, defensive, traumatized) or suffering from mental illness;
  - persuading individuals to follow an alternative course of action.
- o read and interpret complex technical documents written in English, such as:
  - laws;
  - ordinances;
  - court decisions;
  - general and special orders;
  - training bulletins;
  - college tests.
- o accurately add, subtract, multiply and divide whole numbers.

CITY OF SANTA ANA
APPLICATION INSTRUCTIONS
for
POLICE RECRUIT
POLICE RECRUIT-BILINGUAL
and
POLICE RESERVE

The following step-by step instructions are designed to explain the selection procedure for Police Recruit. If you should have any questions, please inquire at the Personnel Services Department (714) 647-5340. We are open 8 a.m. to 5 p.m. Monday through Friday excluding holidays.

SELECTION PROCEDURE

STEP 1 Obtain and complete an application form which may be picked up in person at the Personnel Services Department or mailed to you by calling: (714) 647-5340. Before submitting your application, we suggest that you make a copy of it for your records. You may return the completed form in person or mail it to us. Our address is City of Santa Ana, Personnel Services Department M-24, 20 Civic Center Plaza, Santa Ana, CA 92701.

STEP 2 You will be notified by mail regarding the date and time you have been scheduled for the written and physical agility examinations. Please dress in the appropriate clothing, including tennis shoes for both examinations.

STEP 3 The written examination consists of two parts, a short written essay, and a 75 item multiple choice test which will evaluate reasoning, problem solving and decision making, data/rule interpretation and understanding instructions, and reading comprehension. The multiple choice test will be graded and successful candidates will be invited to attend the physical agility exam. The essay will be attached to your application and reviewed by the oral interview raters later in the process. Please bring several No. 2 pencils to the written examination. Allow three hours for the administration of the written exam. If you are currently an active Level-1 Reserve, you may be exempted from taking the written examination provided that when you applied you submitted a letter stating your status from your department.

Bias
If Poor spelling or phrasing.

STEP 4 The physical agility examination is comprised of four separate events; a long pursuit, short pursuit, emergency response exercise and a "body drag" exercise. When you appear for the physical agility examination, be sure to wear appropriate clothing, including tennis shoes. After completing the physical agility exam, you will be given a Personal History Statement to take home and complete, pending the results of your oral interview. This is the document which, when completed, will be used by our investigators to begin your background investigation.

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STEP 5 The oral interview examination will be conducted approximately two weeks after the physical agility exam. (It may be possible to receive an oral interview on the same day as the written or physical agility exam if you are traveling from Northern California or from out-of-state). The oral interview examination consists of a 30-minute interview which will evaluate your communication, interpersonal, and decision-making skills. Please bring your completed Personal History Statement with you when you appear for the oral examination, including copies (no originals) of the requested documents.

STEP 6 You will be notified of the results of the oral examination approximately two weeks after the date of the interview. If you are successful, you will be asked to appear for a preliminary background interview which will include a review of your Personal History Statement, required documents, and a polygraph examination. After the background investigation has been completed, you will be invited to a background oral examination. This consists of an in-depth interview which will evaluate your training, experience and background, including material presented in the Personal History Statement and discovered during the background investigation.

STEP 7 If you are successful in the background oral examination, you will have successfully completed all formal sections of the selection process and your name will be placed on the eligible list for Police Recruit. (Note: If you are a Police Recruit-Bilingual applicant you will be required to successfully pass an oral bilingual fluency exam prior to being placed on the eligible list.) Your position on the eligible list will be determined by the average of your scores on the oral examination and the background oral examination.

STEP 8 Every time there is a vacancy, the top band of candidates on the eligible list will be considered by the Police Department which will select one of them. The individuals who are not selected will remain on the list for future consideration when another vacancy occurs.

STEP 9 Job offers will be contingent upon passing a stringent medical examination, including drug screening and stress EKG, and a psychological evaluation. Therefore, we strongly recommend that you refrain from giving notice to your present employer until a formal job offer is made.

Make sure that you keep these special instructions until the entire process has been completed. If you should miss any step in the process, for example fail to appear as scheduled, expect to be required to start the process over again, beginning with the submittal of a new application form. Finally, if you fail any section of the process, except the psychological examination, you will not be eligible to apply again until six months from the date in which you failed that section. If you fail the psychological examination the waiting period for reapplying is one year.

10/91

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The City of Santa Ana

Equal Opportunity Employer

EMPLOYMENT OPPORTUNITY

POSITION: POLICE RECRUIT - BILINGUAL

SALARY: $2758 - $3352 Per Month*
Plus City-Paid Retirement

APPLY BY: 5:00 P.M., November 1, 1991

OPEN COMPETITIVE EXAMINATION

The mission of the Santa Ana Police Department is to ensure the safety and security of all people in our city, by providing responsive and professional police services with compassion and concern.

DUTIES:
Police Recruits-Bilingual are non-sworn (civilian) employees who attend a police academy to prepare for a career in law enforcement. Upon successful completion of this training, they are sworn in as Police Officers-Bilingual at a salary of $3318 - $4034 per month plus an additional 5% per month bilingual pay. Police Officers are key participants in a partnership of the city and community to identify and resolve crime problems affecting the quality of life of all residents. This community support and the diversity of cultures in Santa Ana make it an exciting and demanding place to work.

CHARACTERISTICS OF SUCCESSFUL PERFORMERS:
Successful officers are characterized by the ability to make sound decisions which are based on fact, not emotion, quickly and repeatedly throughout the day. They demonstrate a strong sense of fairness and the ability to apply both the spirit and letter of the law within legal parameters of discretion. With a genuine concern for the safety of the community and the quality of life of its citizens, successful Police Officers are alert and ready to take action. They enjoy both working alone and as an integral part of a team effort. Ideal candidates are proficient in writing reports and handling paperwork and willingly work varying shifts, weekends and holidays.

REQUIREMENTS:
All applicants must meet all requirements listed on the attached sheet. In addition, applicants must be fluent in both English and any of the following languages: Spanish, Vietnamese, Samoan, Hmong or Korean.

SELECTION:
A step-by-step description of the selection process is included in the "Applicant Instructions for Police Recruit-Bilingual." In order to qualify for a position on the eligible list, an applicant must pass each of the following tests:

1. WRITTEN EXAMINATION: (qualifying) which will evaluate reasoning, problem solving, and decision making, data/rule interpretation and understanding instructions, and reading comprehension.
2. PHYSICAL AGILITY: (qualifying) which will evaluate physical strength, agility and endurance.
3. ORAL EXAMINATION: (weight of 50%) which will evaluate communication, interpersonal and decision-making skills.
4. BACKGROUND ORAL EXAMINATION: (weight of 50%) which will evaluate each applicant's background, experience, training and personal qualifications for the position.
5. BILINGUAL FLUENCY EXAMINATION: (qualifying) which will evaluate ability to communicate effectively in both English and any of the required languages.

Applicants who are not successful in any of the above sections will not be eligible to reapply until six months after the date on which they failed that section.

***Beginning salary for Police Recruit is based on educational level as follows:**

High school diploma or GED certificate	**- $2758/mo.**	**(Step A)**
Associate of Arts degree (60 units)	**- $2896/mo.**	**(Step B)**
Bachelor's degree (120 units)	**- $3040/mo.**	**(Step C)**

Additional Information on Reverse Side

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SANTA ANA IS A DYNAMIC, growing city of over 290,000 situated midway between Los Angeles and San Diego. The urban center and County seat of Orange County, Santa Ana has a wealth of diversity, from its people and their rich multi-ethnic backgrounds to its skyline where historic buildings stand gracefully alongside contemporary office and retail complexes. Santa Ana residents enjoy a variety of recreational and educational activities, an ideal climate, and close proximity to Southern California's magnificent beaches, deserts, and mountains.

The City's service mission reflects our values of quality service, focus on the customers, teamwork and employee development and recognition. We are committed to recruiting and retaining individuals who can provide the highest quality services to our community.

EMPLOYMENT PROCEDURE

Application Forms may be obtained from the Personnel Services Department, Fifth Floor, City Hall, 20 Civic Center Plaza or by calling (714) 647-5340. Applications must be filled out completely and must show that the required minimum qualifications are met. Completed applications must be postmarked or returned to the Personnel Services Department by the recruitment closing date.

An Eligible List containing the names of qualified candidates will be compiled based on the scores received in all parts of the examination. Unless exhausted sooner, eligible lists for non-safety classifications are normally in effect for one year, while eligible lists for safety classifications are in effect for two years.

Certification of eligible candidates is made each time a job opening is available. The names of the top candidates on the eligible list are referred to the police department for a hiring interview. The department may appoint any one of the persons certified, the names of the persons not selected are returned to the eligible list for consideration for the next vacancy.

A Medical Examination is required of each new employee, whose physical condition must meet the minimum requirements prescribed for the position. In addition, prospective employees must pass a drug screening examination. Offers of employment are conditional upon successful completion of these examinations.

A Police Records Check is made of all persons selected for employment. Some positions also require that candidates pass a thorough background investigation.

A Probationary Period of one year must be satisfactorily completed by each employee in the competitive service.

BENEFITS OF CITY EMPLOYMENT

(May not apply to all City positions):

Salary Range is composed of five steps, each approximately five percent apart. Appointments are usually made at the minimum salary with an automatic step increase granted after six months of employment. Under no circumstances can an initial appointment be made above the third step. Advancement to the third and fourth steps is granted upon completion of one year of service at the previous step. The top step, granted after 18 months at the previous step, is granted and retained only for meritorious service.

Promotions within the City are based on merit system principles encompassing individual capability as demonstrated by competitive selection procedures.

Retirement benefits are provided by the State of California Public Employees Retirement System. Employees' required contributions are currently fully paid by the City. Employees' contribution with interest may be withdrawn upon separation. NOTE: While the City does not participate in the Social Security System, Federal mandate requires employees to contribute 1.45% of their wages to Medicare insurance coverage.

Holidays. The City observes 12 holidays per year, one of which is a "floating" holiday.

Vacation with pay of 10 working days is granted for each of the first two full years of service. Thereafter, 15 working days off are granted for each calendar year of service. Additional vacation, up to 10 working days, may be earned based upon length of service to the City.

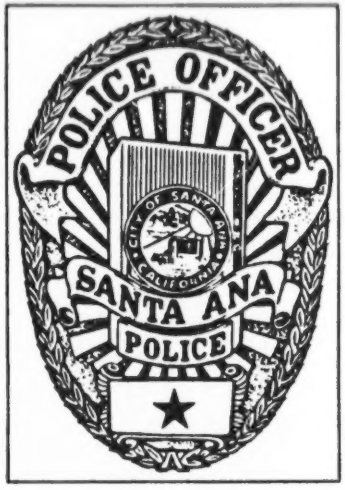
Sick Leave with pay is accumulated on a basis of one day per month with a maximum accumulation of 200 days.

Group Medical, Dental, and Long Term Disability insurances are provided by the employee association with generous contributions toward the premium costs made by the City.

Life Insurance. City-paid term life insurance in the amount of $20,000, with AD & D coverage, for most employees.

Deferred Compensation Plan and Credit Union membership are available on a voluntary participation basis.

NOTE: The provisions of this bulletin do not constitute an expressed or implied contract. Any provision contained in this bulletin may be modified or revoked without notice. The types and levels of employee benefits provided, including City contributions toward benefit costs, are subject to change as a result of periodic contract settlements between recognized employee associations and the City of Santa Ana.



City of Santa Ana
Personnel Services Department
20 Civic Center Plaza P.O. Box 1988
Santa Ana, California 92702

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To: 21

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Golden West College

Judith Valles, President

15744 Golden West Street • P.O. Box P-1092 • Huntington Beach • California • 92647-0592 • (714) 892-7711

November 18, 1991

Norma Flores
Golden West College

Dear Norma:

On December 11 and 12, 1991 we will be conducting an oral presentation process at Golden West College. On December 11th from 3 pm to 6 pm classes will be conducted on how to prepare for oral interviews. On December 12th from 1 pm to 3 pm panels will be set up for the students to practice actual interviews.

If anyone is interested to participate please call Robin Rodarte at (714) 558-5828 by December 2, 1991.

Sincerely,

Monique Maschhaupt
Golden West College

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One of the Coast Community Colleges serving Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Midway City, Newport Beach, Seal Beach and Westminster
Board of Trustees • Sherry L. Baum, Paul G. Berger, Walter G. Howard, Nancy A. Pollard, Armando R. Ruiz, Kirsten H. Garwood, Student Trustee • Alfred P. Fernandez, Chancellor

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Speaking Objectives for Police Oral Interview Panel Interactions

Purpose: To interact in small group speaking situations in order to ask for and give information related to police qualifications, skills, abilities and attitudes that will match the candidate with the police officer job description.

Objectives:

1. Research availability of police officer positions and job descriptions by consulting various sources of information (career center, city personnel offices, police stations, professional journals, newspapers, mentor contacts).

2. Each interviewee must prepare and submit a file folder containing the following items:

   a. a police-related job announcement or a zerox copy of the announcement.

   b. a neatly written or typed cover letter in response to the city personnel department's letter advising you of your oral examination appointment.

   c. a neatly typed or written job resume worded specifically to meet the needs of the job description and following the resume format handout and instructions provided in class.

   d. a Police Job Advertisement Data Sheet with all the information filled in.

   e. a visual aid to show as proof of competence to do police work (Police Explorer's Award, Physical Fitness Program Certificate, Military Papers, Special Training Programs, Police Academy Certificate, AERO Certificate of Completion, Community Service Awards)

   f. an agenda for conducting the interviews with all the pertinent data filled in.

3. Each interviewee and interviewer must meet with a workgroup to plan the Police Oral Interview Agenda for their respective panels as listed below.

4. Each interviewer and interviewee must demonstrate interviewee and interviewer oral communication skills as well as group communication skills.

5. Each panel must use time according to this pattern:

Panel I: Mon. 12/9 3-4.00	Panel II. Mon. 12/9 4.30-5.15	Panel III: Tues. 12/10 1.15-2:15
Evaluators 4-4.15	Evaluators 5.15-5.30	Evaluators 2.15-2.30
1_____	6_____	11_____
2_____	7_____	12_____
3_____	8_____	13_____
4_____	9_____	14_____
5_____	10_____	15_____

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Sample Cover Letter

Gloria V. Reynosa
2207 Seaview Lane
Huntington Beach, CA 92647
Home:(714) 895-3323
Work:(714) 895-6867

Mr. Raymond T. Olivares,
Personnel Director
City of Huntington Beach
2000 Main Street,
Huntington Beach, CA. 92647

Dear Sir

I am responding to the letter I received from you, dated September 12, 1992. Thank you for informing me that my score on the written examination for the position of police patrol officer is ninety-one percent, and my rank order through this part of the police hiring process is 4th.

I understand that my oral examination will be held on November 6, 1992, at 1:30 p.m. at the Huntington Beach city hall, Room 112 and that my exam number is 1104. My work as drug prevention and gang intervention security officer for Westminster High School often takes me to meetings near downtown Huntington Beach. I am familiar with the busy traffic hours near city hall, so I plan to arrive at 1:00 p.m. in order to park in the municipal parking lot 2 blocks away from city hall.

As you know, I have worked part time as a bilingual emergency communications operator for the San Pedro Police Department and have just recently graduated from the Golden West College Police Academy. I feel confident that I can do a good job for the Huntington Beach Police Department. I am enclosing a summary of my qualifications for your consideration in case the panel of interviewers needs additional background information on the candidates for these positions.

Once again, thank you for informing me about the next step in the hiring process. I am looking forward to my oral examination on November 6th.

Sincerely,
Gloria V. Reynosa

Gloria V. Reynosa

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Gloria V Reynosa

2207 Seaview Lane
Huntington Beach, California

Summary of Qualifications

I have two years of experience with the City of Westminster Unified High School District and currently serve as a drug prevention and drop out recovery security officer. I have combined academic, work experience and biculturual skills which uniquely qualify me to hold the rank of bilingual-bicultural patrol officer. I am a highly motivated, goal oriented achiever. I believe that communication and teamwork is the key to protecting and serving the public effectively.

Education

4/25 to 8/19,1992 Golden West College Police Academy, graduated with Honors, course work included Police Report Writing, Police Functions, Arrest, Firearms and Criminal Procedures as well as Traffic and Narcotics Investigation. I organized a bilingual Narcotics Investigation Role-Play group to practice investigative scenarios in classroom interactions.

1/21 to 4/25,1992 Golden West College Pre-Police Academy, participated in a Preparation for Police Writing course, Bicultural Academic Speech Communication Skills Course and Project AERO Police Mentor Seminars in Pre-Police Academy Firearms and Physical Fitness Procedures, learned techniques enabling me to jump over a 6 ft. wall without any hesitation.

8/21 to 12/18,1991 Participated in Golden West College Project AERO (Advancement of Ethnic Representation and Opportunity) course work included the Sociology of Multicultural Orange County, Pre-Police Academy Writing Skills and Police Success Communication Skills. I conducted a community-police problem solving project with my students at Westminster High School by gathering data to propose a plan of action for community dialogues about drug and gang prevention in the Hispanic community to the City's Human Relations Committee.

9/'89 to 6/'91 Graduated Cum Laude from Long Beach City College, A.A. degree. Majored in Speech Communication and Mexican American Studies. Captain of the Forensic Team and Women's Swim Team. Received the Dr. Helen Miller Bailey Scholarship Award for Community Service.

9/'86 to 6/'89 Graduated in the top 10 percent of my class at John Glenn High School. Captain of the Speech Team and member of the Girls Swim Team. Served as Girls League President and started a Hispanic Big Sisters club to keep elementary and junior high school girls away from drugs and gangs.

Specialized Training

4/'89 to 6/'89 Golden West College , Public Safety Dispatcher course.

2/88 to 6/88 Long Beach City College, Water Safety Instruction course, qualified for CPR and the Red Cross emergency water safety certificate.

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Work Experience

7/'90 to Present	Westminster High School drug and gang intervention security officer and community liaison. Responsible for monitoring truancy, consulting with parents, police and school administrators about drug use, child abuse, or gang related activity. I have developed a bilingual parent/school "hotline" so that parents can call for information or help the school officials deal with student problems more effectively.
6/'89 to 7/90	City of San Pedro Police Department emergency communications operator. Worked part-time answering telephone calls from citizens needing help and officers requesting assistance. Served as interpreter when a Spanish speaking officer was unavailable. Compiled a list of Vietnamese, Korean and Spanish speaking volunteer interpreters to translate emergency calls.
6/88 to 6/89	City of San Pedro Parks and Recreation Department swim coach and life guard. Organized neighborhood children's swim meets, counseled children to get involved in organized sports instead of gangs.

Community Activities

9/'90 to Present	Huntington Beach YWCA, member Board of Directors, responsible for coaching, counseling , organizing and fundraising activities.
10/88 to 10/'90	Long Beach Las Amigas Club, public relations officer, responsible for coordinating meetings and writing press releases, chairperson of the La Familia Communication Planning Committee focusing on parenting skills and crime prevention strategies for the Hispanic community.

Special Interests

I enjoy keeping physically fit. I run, swim and lift weights to keep in shape. I also enjoy conversations about everyday situations and collaborating with others to solve neighborhood problems. I have taken scuba diving classes and photography classes to get close to nature. I want to help other people avoid crime and violence so they can start enjoying life too.

References

Please feel free to contact any of the agencies I have listed in this resume or ask me to provide their names and phone numbers. I will be very happy to comply.

Police Job Advertisement Data Sheet

Applicant's Name_____

1. Specific Job Title_____

2. Name of City and Agency_____

3. Head of Personnel (name and address)_____

4. Job Description (required police skills and abilities to handle specific responsibilities)

_____

_____

_____

5. Job Description (desired qualifications and attitudes to handle specific responsibilities)

_____

_____

_____

6. Personal Background Requirements (age, citizenship, criminal check, physical condition)

_____

_____

7. Education and Work Experience Requirements_____

_____

_____

8. Specialized Training and Community or Personal Interests (self improvement, cooperation)

_____

_____

9. This is the Department's Policy or Image about a Recent Police Situation_____

_____

_____

10. This is How I would Recommend that the Department handle the Recent Police Situation____

_____

_____

AERO Police Oral Interview Evaluation Form

Applicant_____ Date_____

Examiner_____ Score_____

1. Applicant's initial show of confidence (appearance, attentiveness, comperative, empathy, appropriate verbal and nonverbal response)

_____

_____ 1 2 3 4 5

2. Applicant's initial show of motivation for becoming a police officer (organized, showed judgement, initiative, maturity, empathy)

_____

_____ 1 2 3 4 5

3. Applicant's response to question(s) of educational preparation (organized, showed relevance, judgement, initiative, empathy/maturity)

_____

_____ 1 2 3 4 5

4. Applicant's response to question(s) of job experience (organized, showed responsibilities, judgement, initiative, empathy/maturity)

_____

_____ 1 2 3 4 5

5. Applicant's response to question(s) of community experience (organized, showed relevance, reponsibilities, judgement, initiative/values)

_____

_____ 1 2 3 4 5

6. Applicant's final show of confidence and motivation (organized, showed relevance, judgement, initiative, willingness to participate)

_____

_____ 1 2 3 4 5

7. Rationale of group consensus: Accept_____ Reject_____

_____

_____

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Self-Fulfilling Prophecy Uses Failure to Measure Hispanic Skills

On December 9-10, 1991 AERO students conducted peer mock oral interviews and gave each other feedback on how well they were able to demonstrate their vocation specific communication skills as well as how clearly they were able to express their bicultural values in order to sound like they were using "common sense" when they responded to police job interview questions.

Then, on December 11, 1991 the Director of Personnel Services for the city of Santa Ana, Mike Hernandez, conducted a presentation on how to prepare for governmental oral interviews in general and specifically focused on police-recruit-bilingual oral examination procedures. Hernandez informed the students that, " The oral exam lets the department measure skills that can't be measured any other way. A rater looks for realistic responses to problems. Don't try to get inside his head," (M. Hernandez, '91). According to Hernandez, bicultural interviewees should be aware that raters ask questions to make comparative scores on candidates and that the scoring starts with the raters' perception of the interviewees' ability to follow protocol such as (a) being early, prepared and willing to start on the right foot (b) being properly dressed because first impressions set the mood, so dress conservatively, no weird attire, and (c)being careful to use conservative language, no vulgarities or sex talk even if they use it. The following sample questions and how to respond to them, were presented by Mike Hernandez:

Question	Response
"Tell me about yourself or training for this job."	**Stay On Task.** Focus the answer on their question, don't go on a tangent.
"What if it's 9:00 p.m., you hear an adult yelling at a child to shut up, swearing & child crying... what will you do?" "What if the Sergeant said that's not legal?"	**Be Flexible.** Give appropriate follow-up to initial response of,"Kick in door, rescue kid" (change with changed condition or issue)... "Oh, that's different. I'll have to follow another course of action to save the child."
"Do you have any questions or information you'd like to ask or add?"	**Use a Parting Shot.** Bring forth skills and articulate reasonable rationale for course of actions. Give appropriate <u>why</u> you do things.

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After hearing what type of actual and hypothetical questions might be asked in the oral interviews for the City of Santa Ana, students asked what scores the raters typically gave. The responses Mike Hernandez projected were as follows:

Scores	Comment	Rating
Responses:	Ranging from Sketchy to Complete	?
Volume:	Ranging from Barely Hear Them to Clear, Concise Organized	?
Vocabulary:	Ranging from Poor to...	?
Attentiveness:	Ranging from Consistently Needed Reminding to Succinct, Terse, Linear	?
Rate of Speech:	Ranging from Goofy to...	?
Interpersonal:	Ranging from Tact, Restraint, Wide Variety of People to Extreme Nervousness, Inflexibility, Rudeness	?
Decision Making:	Ranging from Organize, Analyze to Tell Alternative, Give Course of Action, Provide Judgement Basis	?

The advice given to nervous candidates was to," Videotape mock oral interviews and do the interviews with an interviewer that really scares you,"(M. Hernandez, '91). Students asked how the rater was going to measure mispronunciation of words or grammatical errors. They were informed that the Santa Ana Police Department loses fifteen to twenty officers per year and that there was a bilingual push going on now, so they should take the bilingual proficiency exam. This was the biased attitude the city personnel director projected into his expectations of the bilingual police recruit applicants. This method of selectively ignoring examples of Hispanics who successfully pass police selection process hurdles, and directing his attention to failures of bilinguals is a manifestation of the self-fulfilling prophecy attitude that premeates governmental job selection processes and serves as a catalyst to discrimination because it influences how governmental representatives interact with applicants and alters the applicants', own motivational states, all can influence the results to fit preconceptions." (S. Issac,'76).

Results of the Mock Oral Interviews with the Santa Ana Police Department

On December 13th, 1991 six Hispanic Santa Ana Police Department members conducted three separate oral interview panels. Each panel interviewed five project AERO students. Each student was interviewed for fifteen minutes by two interviewers. At the end of fifteen minutes the student was asked to step out of the room while the interviewers rated the candidate and compared notes on the answers the student had provided. Students were then asked to return to the room for a five minute Hispanic mentor feedback session with the interviewers. Each of the students was asked the same questions, listed below:

Interview Questions

1. If you were at a crime scene and your sergeant asked you to do something you knew was illegal, would you do it?

2. You and your partner are investigating a crime at a liquor store and you notice that your partner takes a package of gum and places it into his pocket. What would you do?

3. What is your family's position regarding your entering the law enforcement profession?

4. You are patrolling the city and you make a car stop. You discovered that the man you stopped has a loaded gun lying on the seat next to him. He tells you he is a doctor who is carrying large quantities of drugs. He tells you he has the gun for his own safety. What type action will you take?

5. Under what circumstances would you use deadly force? (R. Rodarte, '91).

After all of the students had been interviewed and had received their five minutes of Hispanic mentor feedback, I asked the interviewers for their comments in order to continue preparing the Project AERO students for further oral examinations. I received general verbal comments, from four interviewers, that the students were very well prepared and just needed to practice some more. The other two officers gave me their comments in writing and said they were

most impressed with the sensitive students who expressed compassion in their answers. Their written comments are listed below:

Interviewee:	Overall Impression About Responses
#1(AA Male)	Did a good job/good eye contact/responsive to the questions. Good body English. Has a direction-matured. Could be a good police officer.
#2(H Female)	Good Intro/good eye contact/Situations ok, needs(a little)work on answers. Has and showed lots of confidence-compassion. With training, should be a good officer.
#3(A Male)	Excellent-mature-good answers-good common sense-would probably make a very good police officer. Sensitivity good.
#4(H Male)	Mature/good natured/ok on answers. Good common sense/confident. Might of been a little nervous. Good eye contact/has compassion. Can be trained to be a good police officer.

The day of the mock oral interviews with the Santa Ana Police Department was held during the college's final exam period. Students wrote a self-evaluation of their communication competency skills as demonstrated during the interviews and added it to their job research, outlining and interviewing folders. Their comments indicated that there were many times they had to hold back what they really believed in order to play it safe. Also, they felt that the mentors had put the oral interview together at the last minute and were merely paying "lip service" to the program, but hadn't helped the students much.

The students held a problem-solving meeting to discuss what they felt was a lack of pre-academy skills. Two additional courses were designed for them. The first was a College 100 course conducted by the counseling center in which students learned study skills. The second course was Speech 110, Communication Principles. Students continued preparing for the additional oral communication interactions listed in the City of Santa Ana Selection Procedure bulletin. Step 9 in the selection procedure states that job offers will be contingent upon passing a psychological evaluation. Although it is not stated that the evaluation is both in writing and

in an oral interview, the students soon discovered that this was the case. The psychological exam can only be taken once a year. If a student fails it the first time, he or she must wait a full year to reapply to take the exam. I asked if we could have a sample of the exam in order to prepare for it and was told that the MMPI (Minnesota Multiphasic Personality Inventory) was a 560 objective question , multiple choice test that showed the examinee's consistency of values and integrity of answers and that it lent itself to deriving an accurate profile of police candidates but that it needed to be kept in the hands of the Police Officers Standard and Tests jurisdiction. I interviewed Golden West College Research and Assessment Director, Stephen Isonio and he gave us an idea of the way the questions were structured. He informed us that the test caused the examinee to pick one forced choice answer dealing with the same issue or value and phrased in a variety of ways to see if one answer would invalidate another or if all answers reinforced each other. Therefore, the students in Speech Communication 110 worked on redirecting requests for self-disclosure of cultural and ethical values in police -related oral interviews by analyzing police situations published in the Orange County newspapers, formulating hypothetical questions and responding to the questions by substituting mutual benefit values for what the Santa Ana Police vaguely referred to as "common sense, compassion and respect for the police department." The students took the written exam and passed it. Then they went on to the oral portion of the psychological exam which was taken prior to entering the police academy. Two of the students, Jose Flores and Edwardo Gonzalez reported that they were not nervous or apprehensive during the oral psychological interview because they had learned how to overcome the inherent cultural biasness of the "out-dated" recruiting and testing methods used by the Santa Ana police. Jose stated that it can get a little tense when you think they don't understand or appreciate you, but Hispanics have a way of surviving in the midst of tension by insisting that there is value in everyone who lives among us. Both Jose and Edwardo overcame their bicultural communication apprehension by working 20 hours a week as police cadets for the

City of Santa Ana and getting to know everyone who works in the Police Human Resources Department so that they would know the "old" officers' value system and be able to give appropriate answers during police interviews. The Police Cadet position also required an oral interview, background investigation and physical examination. So these two Hispanic students used their bilingual interpersonal communication skills to work their way into the governmental agency's sphere of acceptance while establishing their motivation and enthusiasm for the field of law enforcement.

Moises Nunez, on the other hand, did not take the extra speech classes or become a police cadet. He was determined to practice taking as many police exams as he could sign up for around Los Angeles and Orange Counties, while improving his communication skills and gaining more interviewing experience along the way. He stated that, "Protecting, respecting and sharing our values is what justice is all about, but I made it into the academy based upon what they didn't tell me instead of what they did tell me. I had to learn what to say on my own,"(M. Nunez, 92).

Recommendation

The bias this observer discovered while facilitating Hispanic's expression of ethical values during mock oral interviews with the Santa Ana Police Department, was twofold. First, the Department's foregone conclusion that Hispanics have to overcome communication barriers shapes what the interviewer expects to see and how the interviewee reacts. Second,the testing procedures were designed twenty years ago, by an all Anglo Orange County police force to serve an all Anglo community's concept of of what is appropriate behavior. Since the city's ethnic make-up has changed, so should its inequitable method of measuring Hispanic police officer's communication competencies with non-competency based instruments. The SCA's La Raza Caucus should urge the EPB to establish standard, competency based criteria for evaluating oral job-interviewing interactions in order to end bias in governmental job selection processes.

References

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